



## **iNOVATE Multi Academy Trust**

### **Job Description**

## **UKRAINIAN / RUSSIAN Speaking Teaching Assistant**

**LOCATION:** INNOVATE MULTI ACADEMY TRUST - ACROSS 4 SCHOOLS WITH A POTENTIAL INCREASE TO 6 SCHOOLS

**RESPONSIBLE TO:** TEACHER/HEAD OF SCHOOL

**LIAISES WITH:** ALL STAFF

**WORKING HOURS:** 32.50 HOURS PER WEEK (8:30AM TO 3:30PM) MONDAY TO FRIDAY 38 WEEKS + 5 TRAINING DAYS PER YEAR IMMEDIATE START FIXED TERM FOR 12 MONTHS INITIALLY

**SALARY:** GRADE 3 - 4 £14,205.97 TO £14,814.05

#### **Purpose of the job**

**Support the child and the class teacher:**

To enable access to learning for children new to the UK in order to help them integrate and to assist the teacher in the management and development of children's academic, language, social and emotional well-being. Work may be carried out in the classrooms or outside the main teaching areas.

**Support Lunchtime Sessions:**

To enable children to enjoy their lunchtimes in a safe environment.

## **Specific Accountabilities**

#### **Key Features:**

#### **Support for pupils:**

- Develop knowledge of the children socially, emotionally and academically including home circumstances, barriers to learning etc.
- Gain a specific understanding of the English speaking learning needs of the pupil to be able to identify appropriate interventions
- Aid learning, as effectively as possible, both in group situations and independently by, for example:
  - clarifying and explaining instructions;
  - encouraging to listen to the class teacher and then explain what they are expected to do

ensuring the child is able to use equipment and materials provided safely and with precision;

assisting in weaker areas, e.g. language, behaviour, social skills, reading, spelling, maths, handwriting/presentation;

- helping in stronger areas to use and apply knowledge and understanding to more open-ended tasks
- developing appropriate resources to support the child
- providing support for the individual inside and outside the classroom to enable them to interact socially and cooperatively with others and engage in activities led by the teacher
- establish a constructive relationship with the child and interact with them calmly, respectfully and firmly when necessary
- Promote inclusion and acceptance
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide the necessary pastoral care to enable the child to feel secure and happy
- Provide feedback in relation to progress and achievement under the guidance of the teacher

#### Support for the Teacher

- Assist the class teacher (and other professionals as appropriate), in the development and planning of a suitable programme of support
- Inform yourself of weekly plans in advance of the lesson so that you are able to prepare appropriately, with the support of the teacher, for the children you will be supporting
- Provide detailed and regular feedback about the child to the teacher
- Contribute to the maintenance of progress records
- Participate in the evaluation of the support programme
- Promote good behaviour, dealing promptly with conflicts and incidents in line with established policy, and encourage to take responsibility for their own behaviour
- Undertake intervention programmes as agreed with Inclusion Manager and class teacher, recording achievement and progress, and feeding back to the teacher

#### Support for the Family:

- Establish constructive and effective relationships with parents/carers
- Aid families understanding of the requirements of school life
- Aid families understanding of their new surroundings and assist their integration into their new surroundings

#### Support for the school:

- Be aware of and comply with the procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of, and support difference, ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos, work and aims of the school
- Be prepared to uphold the Christian and British values of the school even if not a Christian yourself
- Appreciate and support the roles of other professionals
- Attend and participate in relevant meetings and training as required
- Where appropriate, develop a relationship to foster links between home and school
- Liaise, advise and consult with other members of the team supporting the children as appropriate
- Contribute to reviews of children's progress as appropriate
- Set a good example in terms of dress, punctuality, attitude, collaboration, respect and attendance
- Prepare and present displays of children's work as required

- Carry out lunchtime supervision and playground duties on a rota and ad hoc basis
- Accompany teacher and children on educational visits
- Undertake other duties from time to time as required by the Head of School or Class Teacher

#### Arrangements for appraisal of performance

The role of the Teaching Assistant will be monitored through the school's performance management programme and by the usual monitoring systems of the Senior Leadership Team.

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This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.

## Person Specification

### Teaching Assistant

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form. If you are selected for an interview you may also be asked to undertake practical tests to cover the skills and abilities shown below.

	Essential (E) Desirable (D)	Tested By
<b>Qualifications and Experience</b>		
Able to speak Ukrainian / Russian	E	A, I
Positive experience of working with children on a 1:1 basis in an educational setting/primary aged child	D	A, I, T
Positive experience of working with families on a 1:1 and group basis	D	A, I
Evidence of relevant training/development	E	A, C, I
Good Mathematical and English skills including good spelling (minimum Level 3 equivalent)	E	A, C, T
A basic understanding of principles of child development and learning processes	D	I, T
First Aid qualification or willingness to train	D	C, I
Full driving licence and use of a car to travel between schools	E	A
<b>Skills &amp; Knowledge</b>		
Able to demonstrate an interest in working with and interacting with children	E	A, I, T
Able to interpret the objectives/activities of a lesson and assist a child to achieve them at their own level	E	A, I, T
Able to identify issues children may experience and how they can be resolved	E	A, I, T
Ability to use ICT well enough to be able to support pupils (guided by teacher) to use tablets, iPads, laptops, cameras	E	A, I
An understanding of/and the ability to comply with the school's Child Protection, Health and Safety, Equal Opportunities policies and to implement the Behaviour and other relevant policies in the school	E	A, I
An understanding of the current National Curriculum for Primary aged children	D	A, I
<b>Working with People</b>		
Good communication and listening skills	E	A, I, T
Able to relate well to children and adults	E	A, I, T
Able to review pupil performance and feed-back progress to the teacher about how specific targets have been met	E	A, I
Able to use basic word processing, email and databases well enough for school-based record keeping	E	A, I
Able to work independently but to keep others informed – both verbally and in written form e.g. emails, record sheets	E	A, I
Understand the need for confidentiality when required	E	A, I

Patience, co-operation, problem solving approach, adaptable and a caring nature		E	A, I
Understanding your roles and responsibilities and your contribution to pupils' learning		E	A, I
<b>Additional work elements</b>			
Physical Effort and/or Strain	<ul style="list-style-type: none"> <li>• Job holders regularly move around during their normal working pattern, walking standing and sitting with pupils</li> <li>• Job holders may set out PE equipment and will have help in moving heavy equipment</li> </ul>		
Working Environment	<ul style="list-style-type: none"> <li>• Job holders may carry out playground duties in variable weather conditions; however, there is usually indoor play during bad weather</li> <li>• Very occasionally job holders are required to clean up toilet accidents and help clean up children who have been ill</li> </ul>		
Disclosure & Barring Service	<ul style="list-style-type: none"> <li>• Job holders will be required to undergo a DBS clearance, medical clearance, provide two successful references and original evidence of qualifications</li> </ul>		

**A** – Application Form, **C** – Certificates, **I** – Interview, **T** - Task